

California Board of Behavioral Sciences

LICENSED EDUCATIONAL PSYCHOLOGIST WRITTEN EXAMINATION HANDBOOK



For Examinations May 1, 2004 and Later

REVISED 04/04

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FOR MORE INFORMATION

All questions about written examinations
should be directed to:

Experior
1260 Energy Lane
St. Paul, MN 55108
TDD User: 800.790.3926
Voice: 800.897.2046

Questions about licensing should be directed to:

Board of Behavioral Sciences
400 R Street, Suite 3150
Sacramento, CA 95814-6240
916.445.4933
Web site: www.bbs.ca.gov

GENERAL GUIDELINES AND INFORMATION

This handbook provides candidates with important information regarding the California Licensed Educational Psychologist (LEP) written examination process and content. The Board strongly recommends that candidates thoroughly read and study from this handbook to contribute to a successful examination experience.

Objective of the Board of Behavioral Sciences (BBS)

State licensing boards are mandated to protect the public by developing licensing examinations that determine minimum competency for licensure. Licensure is mandated for those who provide independent professional services to the consumer.

In accordance with Business and Professions Code section 4986.20, each applicant for the LEP license who meets the educational and experience requirements must successfully complete the written examination in California prior to the issuance of a license.

Examinations administered by the BBS test candidates with regard to their knowledge and professional skills, as well as their ability to make judgments about appropriate techniques and methods, as applicable to the LEP scope of practice. This scope of practice is defined in business and Professions Code section 4986.10 which states, "A licensed educational psychologist shall be authorized to perform any of the following professional functions pertaining to academic learning processes or the educational system or both: (a) Educational evaluation, diagnosis, and test interpretation limited to assessment of academic ability, learning patterns, achievement, motivation, and personality factors directly related to academic learning problems. (b) Counseling services for children or adults for amelioration of academic learning problems. (c) Educational consultation, research, and direct educational services."

LEP Examination Plan

The development of an examination plan begins with an occupational analysis, most recently completed for LEPs in 2003. An occupational analysis is a method for identifying the tasks performed in a profession or on a job and the knowledge, skills, and abilities required to perform that job.

The results of an occupational analysis form the basis of a licensing examination, demonstrating that an examination is job-related. The Department of Consumer Affairs' Examination Validation Policy requires an occupational analysis be performed every three to seven years. The 2003 LEP occupational analysis began with interviews of licensees

to gather information about the tasks performed in practice and the knowledge required to perform those tasks. That information was reviewed and refined during workshops with licensees, then incorporated into a questionnaire. The questionnaire asked licensees to rate the importance of (for example) each task and knowledge area associated with their own practice.

The questionnaires were mailed to 1700 California-licensed LEPs. Several panels of LEPs reviewed the results of the questionnaire. The panels then established the content of the new examination plan based on the task statements and knowledge areas determined critical to practice, forming a valid LEP examination plan.

The LEP written examination plan consists of the five content areas presented on Page 7. In each content area, the examination plan describes examination content in terms of the task statements and knowledge areas resulting from the occupational analysis. **It is important that candidates prepare for the examination by studying the examination plan.**

Examination Development

The LEP examination is developed and maintained by the Office of Examination Resources (OER), a division of the Department of Consumer Affairs. The OER staff consists of test validation and development specialists who are trained to develop and analyze occupational licensing examinations. California-licensed LEPs who participate in examination development and review workshops are referred to as "Subject Matter Experts" (SMEs). SMEs write and review multiple-choice items for the examination. SMEs are trained on established examination development processes and measurement methodologies by the OER. The cooperative efforts among these members of the LEP profession, the OER and the BBS are necessary to achieve both the measurement and content standards for examination construction.

Establishing the Passing Standards

The LEP written examination measures knowledge and skills required for LEP practice, and represent a standard of performance that LEP SMEs agree is the minimum acceptable level for licensing in the profession.

To establish pass/fail standards for each version of the examination, a criterion-referenced passing score methodology is used. The intent of this methodology is to differentiate between a qualified and unqualified licensure candidate. The passing score is based on a minimum competence criterion that is defined in terms of the actual behaviors that qualified LEPs would perform if they

possessed the knowledge necessary to perform job activities.

During a criterion-referenced passing score procedure, a panel of LEP SMEs also consider other factors that would contribute to minimum competence such as prerequisite qualifications (e.g., education, training and experience); the difficulty of the issues addressed in each multiple choice item; and public health and safety issues. By adopting a criterion-

referenced passing score, the Board applies the same minimum competence standards to all licensure candidates. Because each version of the examination varies in difficulty, an important advantage of this methodology is that the passing score can be modified to reflect subtle differences in difficulty from one examination to another, providing safeguards to both the candidate and the consumer.

THE EXAMINATION PROCESS

Examination Administration through Experior

The state of California has contracted with Experior Assessments, LLC (Experior®) of St. Paul, Minn., to conduct its examination program. LEP candidates may test at any of Experior's eight California testing centers, which are located in San Diego, San Francisco, Fresno, Fremont, Rancho Cordova, Van Nuys, Cerritos and Colton. Other testing site locations may be added, based on anticipated statewide candidate volume.

All questions and requests for information about examination administration should be directed to:

Experior
1260 Energy Lane
St. Paul, MN 55108
TDD User: 800.790.3926
Voice: 800.897.2046

Scheduling the Examination

APPOINTMENTS AND CANCELLATIONS

Upon receipt of your notice of eligibility (printed on the back cover of this handbook), you must arrange the time and place for taking your examination (original or retake) by calling 800.897.2046 between 5 a.m. and 6 p.m. (Pacific time), Monday through Friday. You may take your examination at any California Experior testing center. Please see the maps on Pages 18 and 19. Appointments are available six days per week at most centers. Schedule your test early to get your preferred site and time, preferably within 90 days from the date of your notice of eligibility.

If you miss or are late for your appointment, you will forfeit your examination fee. If you need to change your appointment between the time of scheduling and the test date, you must contact Experior **three full working days before** your scheduled date to allow time to refill your appointment slot. Your scheduled date does not count as a working day. For example, if you are scheduled on a Thursday, you must call to reschedule by 6 p.m. the prior Friday. After that time, you must contact the Board for instructions on rescheduling. You may reschedule your examination by calling Experior at

800.897.2046.

EXAMINATION ELIGIBILITY EXPIRATION

FIRST TIME EXAMINEES: Examination eligibility expires, and an application is deemed abandoned, if the applicant fails to sit for examination within one year after being notified of eligibility.

RE-EXAMINATION APPLICANTS: Examination eligibility expires, and an applicant becomes ineligible to sit for examination when an applicant fails any written examination and does not retake the examination within one year from the date of that failure.

EMERGENCY CLOSURE

In the event of an emergency, Experior may need to cancel scheduled examinations. In this situation, Experior personnel will attempt to contact you via telephone; however, you may confirm your testing schedule by calling Experior registration at 800.897.2046. If a site is closed, exams will be rescheduled at your earliest convenience, at no cost to you. To reschedule your examination, call the toll-free number.

Taking the Examination

Your examination will be given by computer at an Experior testing center. You should arrive at least 15 minutes before your scheduled appointment to allow time for you to sign in, verify your identification and have your photo taken. You will have a maximum of 2½ hours to take the examination. You do not need any computer experience or typing skills. You will have a personalized introduction to the testing system and an introductory lesson (tutorial) on the computer before you start your test. The time you spend in the tutorial does not count toward the time provided for your examination.

Experior's Web site provides a demonstration of Experior's computer-based testing system. The demonstration is intended to give candidates an idea of the look and feel of the examination screens. It is not intended to be a study tool. To view the demonstration, go to www.experioronline.com and click on *Other*, then choose *California*. Click *CBT Demo* on the right-hand side of the screen.

You must provide a valid form of identification before you may test. Your identification must meet the following criteria:

- be government-issued (driver's license, state-issued identification card or military identification);
- have a current photo and your signature; and
- reflect the same name as the name used to register for the examination (including designations such as "Jr." or "III," etc.).

FAILURE TO PROVIDE APPROPRIATE IDENTIFICATION AT THE TIME OF THE EXAMINATION IS CONSIDERED A MISSED APPOINTMENT.

If you cannot provide the identification as listed above, contact Exporior before scheduling your appointment to arrange for an alternative form of meeting this requirement.

If you reported a name change to the Board after your eligibility was transmitted to Exporior, ensure the name on your identification matches Exporior's record prior to your examination.

Should you experience any disruption or difficulty during your examination, it is your responsibility to notify a proctor immediately so that the situation may be resolved whenever possible.

Examination Security

BBS SECURITY

All examinations and related materials are copyrighted by the BBS and Exporior. All examination materials are confidential. The BBS and the OER are committed to maintaining the security and the confidentiality of all examination materials during every phase of development, implementation and storage. The BBS strictly enforces examination security and will prosecute any individual who has been determined to be in violation of statutes pertaining to security.

Prior to receiving your notice of eligibility for the examination, you were required to sign a security notice. When you signed this notice, you affirmed that you fully understand you are responsible for upholding examination security in accordance with Business and Professions Code Sections 123 and 584. A person found to be in violation is liable for damages sustained by the BBS in an amount not to exceed \$10,000 plus the costs of litigation. In addition, the BBS may deny, suspend, revoke, or otherwise restrict the license of an applicant or licensee.

Business and Professions Code Sections 123 and 584 state that a candidate is prohibited from engaging in any behavior that subverts or attempts to subvert a licensing examination or the administration of an examination. Conduct that subverts or attempts to subvert a licensing examination is defined as the unauthorized use of examination materials.

This includes:

- removal of examination materials from the examination room;
- reproduction of any and all portions of a licensing examination;
- acquisition of examination materials before, during, or after the examination;
- preparation or instruction of applicants for the examination with the aid of examination materials; and
- possession of books, equipment, notes, written or printed materials, or data during the examination.

Prohibited conduct also includes:

- impersonating another candidate or having another person take the examination on one's behalf;
- communicating with other candidates during the examination;
- permitting one's answers to be copied by another candidate;
- paying or using professional examination takers to reconstruct any portions of a licensing examination;
- buying, selling, or receiving future, current, or previously administered examination materials; or
- obstructing the administration of the examination in any way.

EXPORIOR SECURITY PROCEDURES

The following security procedures will apply during the examination:

- examination contents are proprietary. *No* cameras, notes, tape recorders, pagers or cellular phones are allowed in the testing room;
- no programmable calculators are permitted; and
- no valuables or weapons should be brought to the testing center. Only keys and wallets may be taken into the testing area, and Exporior is not responsible for items left in the reception area.

FAILURE TO FOLLOW ANY OF THESE SECURITY PROCEDURES MAY RESULT IN THE DISQUALIFICATION OF YOUR EXAMINATION. EXPORIOR RESERVES THE RIGHT TO VIDEOTAPE ANY EXAMINATION SESSION.

Special Test Considerations

ACCESSIBILITY

All examination sites are physically accessible to individuals with disabilities. Scheduling services are also available via our Telecommunications Device for the Deaf (TDD) by calling 800.790.3926.

EXAMINATION ACCOMMODATIONS

The Board and Exporior recognize their responsibilities under the Federal Americans with Disabilities Act and the California Fair Employment and Housing Act by providing testing accommodations or auxiliary aids or services for candidates who substantiate the need due to a physical or mental disability or qualified medical condition.

Candidates whose primary language is not English may also qualify for accommodations.

Requests for accommodation must be received a minimum of **90 days** prior to the desired test date to allow for processing. Accommodations that fundamentally alter the measurement of the skills or knowledge the examinations are intended to test will not be granted.

HOW TO REQUEST ACCOMMODATIONS

Accommodations will not be provided at the examination site unless prior approval by the BBS has been granted. Reasonable, appropriate, and effective accommodations may be requested by submitting a “Request for Accommodation” package. This package is available by contacting the Board or online at www.bbs.ca.gov/bbsforms.htm. Do not call Exporior to schedule your examination until you have received written notification from the BBS regarding your request for accommodations.

Study Materials and Courses

The LEP Examination Plan contained in this Handbook is the official standard for the material that will be covered in the examination. It is important for candidates to study the *Examination Items* section of this handbook and the examination plan. Should the examination plan or format change, ample notice will be provided, and updates will be posted on the Board’s Web site at www.bbs.ca.gov.

Candidates are encouraged to trust in and use their education, experience and judgment as a basis for responding to the examination items. Examination preparation courses are not necessary for success in the examination and are not a substitute for education and experience. However, they may be useful for overcoming test anxiety or becoming familiar with the format of an examination.

Should you decide to use examination preparation course materials or workshops, we strongly encourage you to become an informed consumer prior to purchase and to consider the impact that incorrect information could have upon your examination performance.

The Board does not supply examination preparation providers with confidential examination material. Additionally, it is unlawful for candidates to provide information regarding examination content to anyone. Examination preparation providers are regulated by the Bureau for Private, Post-Secondary and Vocational Education.

Examination Items

The LEP examination contains no fewer than 100 multiple-choice items. The examination may contain additional items for the purpose of pre-testing (up to 25 non-scoreable items). Pre-testing allows performance data to be gathered and evaluated before items become scoreable in an examination. These pre-test (“experimental”) items, distributed throughout the examination, WILL NOT be counted for or against you in your score, and will not be identified to you.

All of the scoreable items in the examination have been written and reviewed by LEPs, are based on the job-related task and knowledge statements contained in the examination plan, are written at a level that requires candidates to apply integrated education and experience, are supported by reference textbooks, and have been pre-tested to ensure statistical performance standards are met.

There is only one correct answer for each item. The ‘incorrect’ answers are typically common errors and misconceptions, true but not relevant statements, or incorrect statements. There are no ‘trick’ questions in the examination.

EXAMPLE EXAMINATION ITEMS

To follow are examples of the format and structure of items you may encounter during the examination. Each multiple-choice item requires the candidate to select the correct answer from among the four options provided.

1. What test should be used to obtain a standard score of the intellectual functioning of an 8-year-old who is unable to talk and has limited hand movements?
 - A. Raven’s Progressive Matrices
 - B. Leiter International Performance Scale
 - C. Kaufman Assessment Battery for Children
 - D. McCarthy Scales of Children’s Abilities
2. Why should parents be given detailed feedback following the completion of a psychological assessment of their child?
 - A. To provide the rationale for a special education placement decision.
 - B. To encourage parents to take a more active role in their child’s education in the future.
 - C. To explain how social and emotional functioning is related to academic achievement.
 - D. To maximize intervention success through increasing participation with recommendations.

3. A right-handed 14-year-old student with a seizure disorder and no other health problems recently had a neuropsychological evaluation. The student's school asked an LEP to review the evaluation report and help them utilize the information. The report indicates impaired right-hand performance. An IQ test was not administered; however, all other evaluation results were within normal limits. What academic implications are inferred by these results?
 - A. The student has impaired language functioning and will primarily require extensive academic assistance with reading, spelling, writing, and note-taking.
 - B. The student has impaired visual-spatial functioning and will primarily require extensive academic assistance with reading, spelling, writing, and note-taking.
 - C. The student has impaired language functioning, and will primarily require extensive academic assistance with math, nonverbal communication, science, and note-taking.
 - D. The student has impaired visual-spatial functioning and will primarily require extensive academic assistance with math, nonverbal communication, science, and note-taking.
4. Which of the following treatments are recommended for managing Attention-Deficit/Hyperactivity Disorder?
 - A. EEG biofeedback, sensory integration training, and parent counseling
 - B. EEG biofeedback, sensory integration training, and removal of sugar and food additives
 - C. Behavior management methods, stimulant medication, and parent counseling
 - D. Behavior management methods, stimulant medication, and removal of sugar and food additives

Correct Answers: 1-A, 2-D, 3-A, 4-C

Understanding Your Examination Results

At the end of your test, a pass or fail result will be shown on the screen and you will receive a printed Score Report. Scores are provided to candidates who fail, but will not be provided to candidates who pass. Your test results are confidential and are released only to you and your state licensing agency. To protect your privacy and to maintain the confidentiality of test results, score information is not given over the telephone.

IF YOU FAIL THE EXAMINATION

The score report will indicate the number of questions answered correctly. It also displays the number correct in each major

section of the test as defined by the LEP Examination Plan. The primary purpose in providing a subscore for each part of the examination is to guide candidates in areas requiring additional preparation for re-testing.

A sample paper licensing Examination Score Report is shown below.

License Examination Score Report for Sample, Sarah A.		
California Licensed Educational Psychologist Written Examination		
	Number of Questions	Number Correct
LEP Total Test Score	100	65
Assessment	44	25
Intervention.....	12	7
Consultation.....	18	13
Law	20	15
Ethics	6	5
		Score: 65
		Result: Fail

You may call or write to Exporior to request a duplicate of your Score Report for a period of one year after you complete the examination.

The BBS welcomes constructive feedback from candidates regarding their examination experience. Feedback must be submitted in writing within 30 days after the examination to: Board of Behavioral Sciences, 400 R Street, Suite 3150, Sacramento, CA, 95814-6240. All correspondence should include the candidate's name, address, daytime telephone number, name of examination and date taken, examination site and BBS file number.

Examination Administration Complaints

Exporior's goal is to provide a comfortable and professional testing experience for every candidate. If a disruption or problem occurs which you believe will substantially impact the outcome of your examination, you must document your concerns on the exit survey at the end of your examination. It is suggested that such events also be documented on a Candidate Comment Form available at all test centers.

The Candidate Comment Form is self-addressed to the Department of Consumer Affairs Office of Examination Resources and will be forwarded to the BBS. Complete all information requested on the Candidate Comment Form, stamp it and mail it. If you request to be contacted regarding your comments, the BBS will contact you within 15 days of receiving the form.

The Candidate Comment Form is also a means for examinees to provide constructive feedback regarding your examination experience and/or comment on examination content.

Re-examination

Candidates who fail are eligible to re-take this examination. A Request for Re-Examination form will be provided with result notices at Expor testing centers, or may be obtained by contacting the BBS. A Request for Re-Examination form will be mailed to candidates with delayed score reports.

To apply for re-examination, candidates must complete the form and submit it to the BBS with the correct fee. A notice confirming your eligibility for re-examination will be sent approximately 160 days from the date of the examination. Candidates are permitted to take the examination two times in a 12-month period.

CANDIDATES MUST PARTICIPATE IN THE EXAMINATION WITHIN ONE YEAR OF FAILING A PREVIOUS EXAMINATION.

Abandonment of Application/Ineligibility

FIRST TIME EXAMINEES: Title 16, California Code of Regulations Section 1806 (c) states, "An application shall be deemed abandoned if the applicant fails to sit for examination within one year after being notified of eligibility." Abandonment of an application requires the candidate to submit a new application, fee and all required documentation, as well as meet all current requirements in effect at the time the new application is submitted if that candidate wishes to pursue licensure.

RE-EXAMINATION APPLICANTS: Business and Professions Code Section 4986.80 states, "... An applicant who has failed the written or oral examination may, within one year from the notification date of failure, retake that examination as regularly scheduled, without further application. Thereafter, the applicant shall not be eligible for further examination until he or she files a new application, meets all current requirements, and pays all fees required. Persons failing to appear for reexamination, once having been scheduled, shall forfeit any reexamination fees paid."

AFTER PASSING THE EXAMINATION

Request for Initial License Issuance

Candidates are eligible to apply for licensure after passing the examination!

To apply, candidates must submit a Request for LEP Initial License Issuance form and the required fee to the BBS. Forms are provided with candidate result notices, or may be obtained by contacting the BBS. A Request for LEP Initial License Issuance form will be mailed to candidates with delayed score reports.

When your license number is issued it will be available on the BBS's Web site at www.bbs.ca.gov. Your license certificate will be mailed within 30 working days of issuance.

Amount of Initial License Fee

The amount of the initial LEP license fee will be prorated and established according to the month of issuance (month fee received by BBS) and expiration date of the license (candidate's birth month). Refer to the Fee Chart provided on

the Request for LEP Initial License Issuance form to determine the amount required to be submitted.

Example 1: If your birth month is *March* and the Board receives your Request for LEP Initial License Issuance in *April*, the fee required to be submitted with your request would be *\$80.00*. Your license would be valid for approximately 24 months.

Example 2: If your birth month is *April* and the Board receives your Request for Initial LEP License Issuance in *April*, the fee required to be submitted with your request would be *\$43.00*. Your license would be valid for approximately 13 months.

Title 16, California Code of Regulations section 1806(d), states, "An application shall be deemed abandoned if the applicant fails to pay the initial license fee within one year after notification by the board of successful completion of examination requirements. An application submitted subsequent to the abandonment of a prior application shall be treated as a new application."

LICENSED EDUCATIONAL PSYCHOLOGIST

Written Examination Outline

Effective May 2004

I. Assessment (32%)

- a. Intake
- b. Assessment Plan Development
- c. Test Assessment
- d. Interpretation and Recommendations

II. Intervention (20%)

- a. Intervention Plan Development
- b. Implementation
- c. Monitoring

III. Consultation (21%)

- a. Communication of Results
- b. Outreach
- c. Community Resources
- d. Transition Planning

IV. Law (11%)

V. Ethics (16%)

- a. Confidentiality
- b. Professional Conduct

LEP EXAMINATION PLAN

Effective May 2004

The following pages contain detailed information regarding examination content. A definition of each content area and the associated task and knowledge statements are provided. It is important for candidates to use this section as a study guide, because each item in the examination is linked to this content. To help ensure success on the examination, candidates are also encouraged to use this section as a checklist by considering their own strengths and weaknesses in each area.

Knowledge statements indicated with an asterisk (*) are associated with more than one task and repeat. Note that knowledges repeat only within the overall content area, and never within the same sub-content area.

I. ASSESSMENT 32% **Definition:** This area assesses the candidate's ability to evaluate the client's cognition, information processing, academic achievement, personality, and social-emotional status to determine level of educational functioning through standardized test administration as well as alternative measures.

A. Intake

TASKS	KNOWLEDGE OF:
Assess history by reviewing client's records (e.g. medical, school, developmental, psychological) to assist in determining diagnosis.	<ul style="list-style-type: none">• Knowledge of medical conditions that affect learning and behavior.*
Conduct intake interviews with client and others to identify concerns related to educational needs and diagnosis.	<ul style="list-style-type: none">• Knowledge of disorders that have a physiological basis for learning and behavior.• Knowledge of developmental ranges of the life span.• Knowledge of developmental milestones of normal cognitive development.*
Gather information about client's level of functioning from parents, client, and others through interviews, observations, and questionnaires.	<ul style="list-style-type: none">• Knowledge of common sensory and motoric disorders of infancy/childhood.*• Knowledge of common sensory and motoric disorders of adolescent/adults.*• Knowledge of nutrition and other health related issues as related to learning and behavior.• Knowledge of indicators of developmental delays that affect learning and behavior.*• Knowledge of techniques used to elicit information regarding client's history.• Knowledge of techniques used to elicit information identifying client concerns.• Knowledge of techniques used to elicit mental health information from client.• Knowledge of techniques used to elicit physical health information from client.• Knowledge of observational techniques to gather information to assist in formulating assessment plans and to measure progress.*

B. Assessment Plan Development

TASKS	KNOWLEDGE OF:
<p>Determine whether learning, behavior problems, or medical conditions indicate the need for administration of test/assessment instrument(s).</p> <p>Select test/assessment instruments for client, based on presenting problem and intake information.</p> <p>Develop hypothesis(es) regarding client problem(s) in order to develop an assessment plan.</p> <p>Determine a psychoeducational battery to accommodate clients with disabilities to obtain reliable and valid results.</p> <p>Determine methods to evaluate diverse client populations to provide an unbiased assessment</p>	<ul style="list-style-type: none"> • Knowledge of learning problems that require assessment. • Knowledge of behavior problems that require assessment.* • Knowledge of developmental milestones of normal cognitive development.* • Knowledge of indicators of developmental delays that affect learning and behavior.* • Knowledge of the purposes of different test/assessment instrument(s) of academic functioning. • Knowledge of the purposes of different test/assessment instrument(s) of cognitive functioning. • Knowledge of the purposes of different test/assessment instrument(s) of social/emotional functioning. • Knowledge of the purposes of different test/assessment instrument(s) of adaptive functioning. • Knowledge of purposes of different test/assessment instrument(s) of personality functioning.* • Knowledge of medical conditions that affect learning and behavior.* • Knowledge of the effect of neurological factors that impact learning and behavior.* • Knowledge of the effect of substance abuse on learning and behavior. • Knowledge of the principles of norms for interpretation of test/assessment instrument results.* • Knowledge of principles of psychometrics pertaining to reliability and validity of test/assessment instruments.* • Knowledge of the effect of human diversity factors on assessment process.*

C. Test Assessment

TASKS	KNOWLEDGE OF:
<p>Assess cognitive ability, academic achievement, processing, adaptive, and social/emotional status by administering test/assessment instrument(s) to determine level of functioning.</p> <p>Assess levels of development by administering test/assessment instrument(s) to determine range of functioning.</p> <p>Administer test/assessment instrument(s) to prove or disprove initial hypotheses and develop a client diagnosis/plan.</p> <p>Assess client's social interaction across settings (e.g. home, school, playground) to formulate an intervention plan.</p> <p>Assess personality factors related to academic learning problems by administering test/assessment instrument(s).</p> <p>Assess client's motor skills and coordination to determine level of functioning for educational/vocational planning.</p> <p>Assess client with brain injury, neurological disorders, or psychological trauma to evaluate level of functioning.</p>	<ul style="list-style-type: none"> • Knowledge of methods to assess cognitive functioning. • Knowledge of methods to assess social/emotional functioning. • Knowledge of methods to assess adaptive functioning. • Knowledge of methods to assess behavioral functioning.* • Knowledge of methods to assess fine and gross motor skills. • Knowledge of the effect of human diversity factors on assessment process.* • Knowledge of developmental milestones of normal cognitive development.* • Knowledge of indicators of developmental delays that affect learning and behavior.* • Knowledge of observational techniques to gather information to assist in formulating assessment plans and to measure progress.* • Knowledge of personality theory pertaining to formulating intervention. • Knowledge of purposes of different test/assessment instrument(s) of personality functioning.* • Knowledge of common sensory and motoric disorders of infancy/childhood.* • Knowledge of common sensory and motoric disorders of adolescent/adults.* • Knowledge of the relationship of neurological development and motor ability. • Knowledge of the effect of motor coordination on educational performance. • Knowledge of medical conditions that affect learning and behavior.* • Knowledge of the effect of childhood diseases on learning and behavior.* • Knowledge of the effect of neurological factors that impact learning and behavior.* • Knowledge of the effect of physiological conditions on learning and behavior. • Knowledge of the effect of prenatal substance exposure on subsequent cognitive development. • Knowledge of the effect of prenatal/perinatal conditions in neurological development.

D. Interpretation and Recommendations

TASKS	KNOWLEDGE OF:
<p>Interpret results of test/assessment instruments to assist in diagnosing client with disorders and impairments that affect learning and behavior.</p> <p>Diagnose disorders that affect client's learning and behavior.</p> <p>Identify antecedents and consequences that lead to outcome behaviors of client to develop behavior plans/interventions.</p>	<ul style="list-style-type: none"> • Knowledge of principles of statistics pertaining to interpreting test/assessment instrument results. • Knowledge of the effect of test/assessment instrument results on intervention planning. • Knowledge of the principles of norms for interpretation of test/assessment instrument results.* • Knowledge of principles of psychometrics pertaining to reliability and validity of test/assessment instruments.* • Knowledge of the effect of testing conditions (e.g. noise, sobriety) that invalidate test/assessment instrument results. • Knowledge of the effect of genetically-based developmental disorders. • Knowledge of the effect of childhood diseases on learning and behavior.* • Knowledge of the effect of adolescent/adult diseases on learning and behavior. • Knowledge of methods used to classify client behaviors into diagnostic categories. • Knowledge of taxonomic classification pertaining to learning and behavior in the Diagnostic and Statistical Manual. • Knowledge of behavior problems that require assessment.* • Knowledge of methods to assess behavioral functioning.* • Knowledge of observational techniques to gather information to assist in formulating assessment plans and to measure progress.*

II. INTERVENTION 20%

Definition: This area assesses the candidate's ability to facilitate interventions to improve the client's development as related to educational functioning.

A. Intervention Plan Development

TASKS
Develop strategies to facilitate client's learning, social, and emotional development.
Develop an intervention plan based on assessment results to address educational needs.
Formulate client intervention plan as a result of identified learning and behavioral disorders.

KNOWLEDGE OF:
<ul style="list-style-type: none">• Knowledge of therapeutic interventions for developing social skills.*• Knowledge of therapeutic interventions for improving emotional adjustment.*• Knowledge of the effect of learning styles of individuals in development of a remedial program.*• Knowledge of approaches to ameliorate learning and behavior problems.*• Knowledge of therapeutic interventions for improving attention skills.*• Knowledge of behavioral interventions to enable client to function across settings.*• Knowledge of therapeutic interventions for developing problem-solving skills.*• Knowledge of therapeutic interventions for managing conflict and anger.*

B. Implementation

TASKS
Apply results from diagnostic test/assessment instrument(s) to develop intervention strategies to address client's emotional, learning, or behavior problems.
Provide recommendations and strategies to client, educators, and employers to facilitate client effectiveness in educational and employment settings.
Teach parents, educators, employers, and others how to apply interventions to modify client's behavior.
Apply positive behavioral management principles to improve client's adaptive behavior.
Assist client in developing coping, social-emotional, and organizational skills that apply across environments.
Provide counseling to assist client in improving ability to function socially and personally as related to educational/vocational settings.
Teach client to apply therapeutic strategies in home, school, community, and employment settings to improve learning and behavior.
Provide counseling for individual(s) or groups to address factors that impact learning and vocational skills.
Assist client in applying strategies to reduce test anxiety.

KNOWLEDGE OF:
<ul style="list-style-type: none"> • Knowledge of therapeutic interventions for improving emotional adjustment.* • Knowledge of the effect of learning styles of individuals in development of a remedial program.* • Knowledge of approaches to ameliorate learning and behavior problems.* • Knowledge of therapeutic interventions for improving attention skills.* • Knowledge of therapeutic interventions for developing social skills.* • Knowledge of behavioral interventions to enable client to function across settings.* • Knowledge of therapeutic interventions for developing problem-solving skills.* • Knowledge of therapeutic interventions for managing conflict and anger.* • Knowledge of behavior management principles used to develop remedial programs. • Knowledge of theoretical and practical aspects of counseling that apply to learning and behavior problems. • Knowledge of the counseling process to resolve learning and behavior problems. • Knowledge of the effect of human diversity on counseling process. • Knowledge of techniques used to facilitate group counseling sessions. • Knowledge of techniques used to facilitate individual counseling sessions.

C. Monitoring

TASKS
Evaluate effectiveness of strategies by monitoring client's progress in school and other settings to determine need for modifications.
Monitor educational and behavioral interventions for clients with medical and psychological conditions.

KNOWLEDGE OF:
<ul style="list-style-type: none"> • Knowledge of methods to monitor client progress in treatment. • Knowledge of techniques used to establish measurement of treatment goals.

III. CONSULTATION 21%

Definition: This area assesses the candidate's ability to advocate for the client as well as to provide consultation to clients, parents, schools, community groups and agencies related to educational functioning.

A. Communication of Results

TASKS
Develop a report that communicates the results of client's comprehensive assessment.
Consult with parents, educators, and others to present client's assessment results, conclusions, and recommendations.
Consult with parents, educators, and others to explain the effects of cognitive processes on learning and behavior.
Apply research findings in providing assessments and follow-up services.

KNOWLEDGE OF:
<ul style="list-style-type: none">• Knowledge of methods used to consolidate assessment information into a report.• Knowledge of techniques used to explain test results and make further recommendations.*• Knowledge of the impact of environmental or social factors on clients' presenting issues.• Knowledge of the role of advocacy in educational and other consultation settings.*• Knowledge of the effect of family dynamics on client learning and behavior.• Knowledge of methods used to inform others about cognitive processing and the effects on learning.• Knowledge of methods used to evaluate research.

B. Outreach

TASKS
Consult with other professionals to obtain additional information about client's functioning to assist in developing a treatment plan for client.
Serve as an advocate for client at educational planning meetings and in other settings (e.g., community, court).
Provide in-service training to educators and school staff to assist in the learning and development of students.
Provide in-service training programs on learning disabilities and other exceptional needs of individuals to increase awareness in the community.

KNOWLEDGE OF:
<ul style="list-style-type: none">• Knowledge of methods to determine whether medical service and other support are needed.*• Knowledge of methods used to determine the need for consultation from additional resources.*• Knowledge of the role of advocacy in educational and other consultation settings.• Knowledge of different programs that provide advocacy for individuals with disabilities.*• Knowledge of the impact of differences in parent or caregiver techniques on client functioning.• Knowledge of methods used to teach educational skills to others during in-service training.• Knowledge of methods used to train educators and school staff to assist in the learning and development of students.

C. Community Resources

TASKS
Provide information about educational options to client and parents based upon assessment results.
Provide parent/client with information regarding available resources to assist in client's adjustment and learning.
Refer client for remedial support, psychotherapy, or medical services as needed.
Collaborate with community agencies to provide information about services for parents and clients regarding educational/vocational issues.
Provide information about community resources/services to individuals and community agencies to link service providers with client.

KNOWLEDGE OF:
<ul style="list-style-type: none"> • Knowledge of program and service options within the educational system.* • Knowledge of available educational opportunities in the community that address learning needs.* • Knowledge of adult learning opportunities and referral resources pertaining to learning and behavior.* • Knowledge of different programs that provide advocacy for individuals with disabilities.* • Knowledge of support services available within the community.* • Knowledge of the impact of personal crises and traumatic events upon client's school performance. • Knowledge of methods to determine whether medical service and other support are needed.* • Knowledge of methods used to determine the need for consultation from additional resources.*

D. Transition Planning

TASKS
Develop an educational/vocational plan for a client with disabilities for transition into school/work settings.
Assist client in identifying interests, skills, and abilities that are consistent with educational and career opportunities.

KNOWLEDGE OF:
<ul style="list-style-type: none"> • Knowledge of learning environment and practices conducive to maximizing client performance. • Knowledge of program and service options within the educational system.* • Knowledge of support services available within the community.* • Knowledge of adult learning opportunities and referral resources pertaining to learning and behavior.* • Knowledge of available educational opportunities in the community that address learning needs.* • Knowledge of techniques used to explain test results and make further recommendations.*

IV. LAW 11%

Definition: This area assesses the candidate's ability to comply with legal obligations, including confidentiality, reporting requirements, and disclosure of fees and qualifications.

TASKS

Maintain security of records to protect the client's privacy.

Obtain written release of information prior to acquiring or disclosing information relating to client.

Disclose fees for services prior to working with client as required by law.

Inform public of qualifications and services provided by complying with legal standards regarding advertising.

Report cases of abuse to authorities as defined by mandated reporting requirements to protect the welfare and safety of the client.

Report expressions of client's intent to harm self or others as defined by mandated reporting requirements.

KNOWLEDGE OF:

- Knowledge of procedures to secure consent and release of client records.
- Knowledge of legal requirements of confidentiality between practitioners, minor children, and adults.
- Knowledge of laws related to custody issues of minor or dependent client.
- Knowledge of legal requirements to maintain security of client's records.
- Knowledge of legal requirements to report individuals who are a danger to themselves and others.
- Knowledge of legal requirements to report suspected or known child, dependent adult, and elder abuse.
- Knowledge of federal and state regulations pertaining to special education of individuals in public and private schools.
- Knowledge of legal requirements of disclosing service fees prior to working with clients.
- Knowledge of legal requirements regarding informing client of qualifications and services.
- Knowledge of indicators of sexual abuse.
- Knowledge of indicators of physical abuse and neglect.
- Knowledge of legal limitations pertaining to containment of client who exhibits dangerous behavior.
- Knowledge of factors that indicate the potential for at risk behavior within age, gender, and cultural groups.

V. ETHICS 16%

Definition: This area assesses the candidate's ability to comply with ethical standards for Licensed Educational Psychologists, including confidentiality, scope of practice, and professional boundaries.

A. Confidentiality

TASKS

Inform client of parameters of confidentiality to facilitate client understanding of legal requirements.

Inform client as to the nature and impact of confidential information prior to disclosure to third parties to protect client's rights.

KNOWLEDGE OF:

- Knowledge of techniques to explain confidentiality to clients.
- Knowledge of responsibility to inform client of right to reports and due process guarantees.*

B. Professional Conduct

TASKS

Maintain professional boundaries with client to protect the professional relationship.

Inform client of educational services available at no cost through public schools and agencies prior to providing services.

Maintain separation of private practice and other personal forms of employment to avoid a conflict of interest.

Provide information to public with regard to professional qualifications and scope of practice.

Assist client to obtain alternate referrals when unable to provide professional services within scope of practice.

Discuss office policies and fees to promote understanding of client's responsibilities.

KNOWLEDGE OF:

- Knowledge of responsibility pertaining to professional conduct in relation to the client.
- Knowledge of responsibility to inform client of right to reports and due process guarantees.*
- Knowledge of situations that pose a conflict of interest for a licensed educational psychologist.
- Knowledge of responsibility to inform client of no-cost services provided by public schools and agencies students with special needs.
- Knowledge of responsibility to inform client about options for individual educational services.
- Knowledge of responsibility to inform clients about accommodations that are available to individuals in school and/or employment settings.
- Knowledge of methods used for advertising qualifications and scope of practice to the public.
- Knowledge of responsibility to disclose professional qualifications.
- Knowledge of personal limitations related to training and experience.
- Knowledge of alternative referrals to provide to client when service needed is beyond the scope of practice.
- Knowledge of methods used to discuss management of fees and office policies with client.

CALIFORNIA TESTING CENTERS

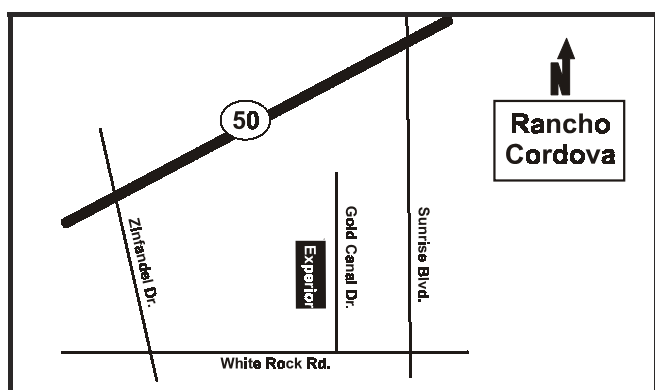
If you are unfamiliar with the area, please contact the testing center during testing hours for directions. Please direct registration, scheduling and any other questions to Experior at 800.897.2046.

MAPS ARE NOT DRAWN TO SCALE.

Rancho Cordova Center

3110 Gold Canal Drive, Suite E
Rancho Cordova, CA 95670
Phone: 916.851.8340

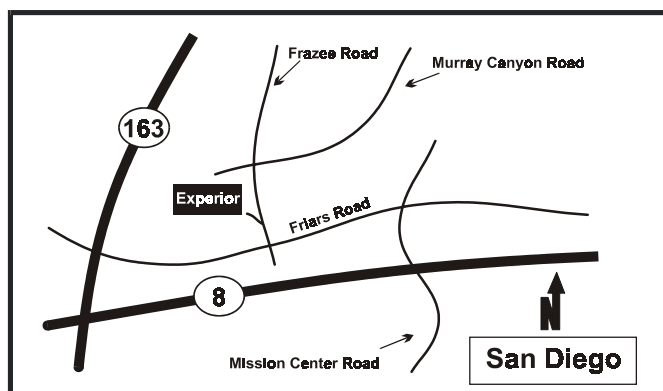
From Hwy 50, take either the Sunrise Blvd. or Zinfandel Dr. exit and head south. Turn on White Rock Rd. and turn again onto Gold Canal Dr. The Experior testing center is on your left. Turn into the first driveway on your left to park in front of the building. Additional parking is available around the building.



San Diego Center

1450 Frazee Road, Suite 410
San Diego, CA 92108
Phone: 619.574.1840

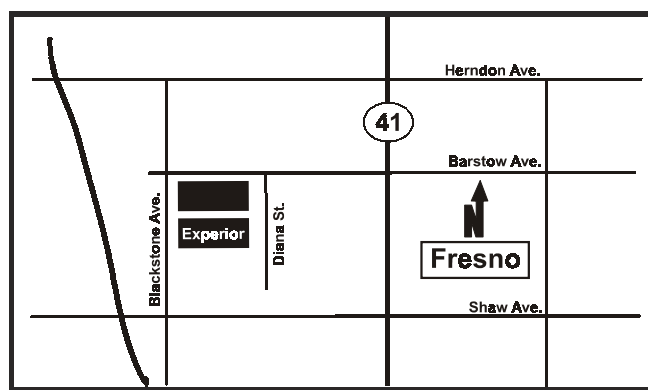
From Highway 163, take the Friars Road exit east to Frazee Road. Turn left (north) on Frazee Road. The Experior testing center is in the building on your left. Parking is available all around the building.



Fresno Center

125 E. Barstow Avenue, Suite 136
Fresno, CA 93710
Phone: 559.226.3334

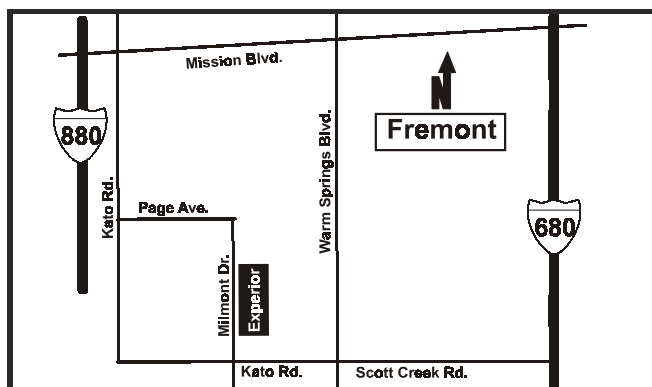
From Hwy 41, exit west on Shaw; turn right (north) on Blackstone. From northbound I-99, exit east on Shaw; turn left (north) on Blackstone. Turn right (east) on Barstow. At 125 E. Barstow, turn right on Diana, and then right into the parking area. The Experior testing center is located in the second building from Barstow. Parking is available around the building.



Fremont Center

48860 Milmont Drive, Suite 103C
Fremont, CA 94538
Phone: 510.687.0821

From I-880, take the Mission Blvd. exit and head east; turn right (south) on Warm Springs Blvd., right again on Kato Rd. and right again on Milmont Dr. From I-680, take the Scott Creek Rd. exit and head west; Scott Creek Rd. becomes Kato Rd.; turn right on Milmont Dr. The Experior testing center is on your right. Parking is available around the building.



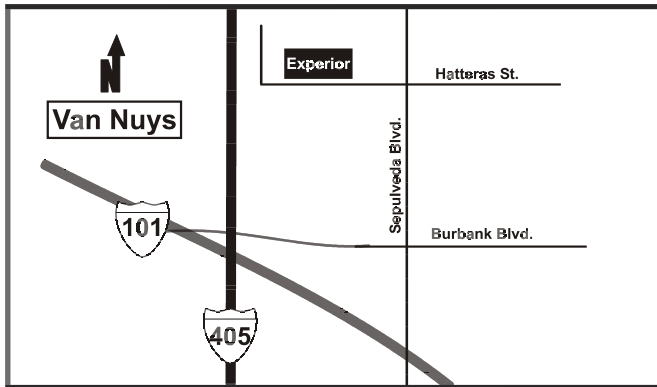
CALIFORNIA TESTING CENTERS (cont.)

Note: Maps are not drawn to scale.

Van Nuys Center

John Laing Holmes Building
5805 Sepulveda Blvd., Suite 601
Van Nuys, CA 91411
Phone: 818.781.9981

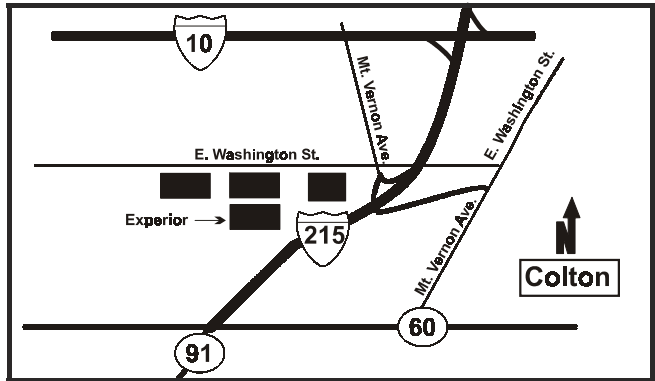
From I-405, take the Burbank Blvd exit and head east; turn left (north) on Sepulveda Blvd. The Experior testing center is located at the intersection of Sepulveda and Hatteras. Paid parking is available in the lot; free parking may be available on the street.



Colton Center

Rancho Las Palomas
1060 E. Washington Street, Suite 110
Colton, CA 92324
Phone: 909.783.2255

From I-215, take the Mt. Vernon Ave. exit; head west on E. Washington St.. The Experior testing center will be on your left, in the two-story Rancho Las Palomas building behind Del Taco. Parking is available around the building.

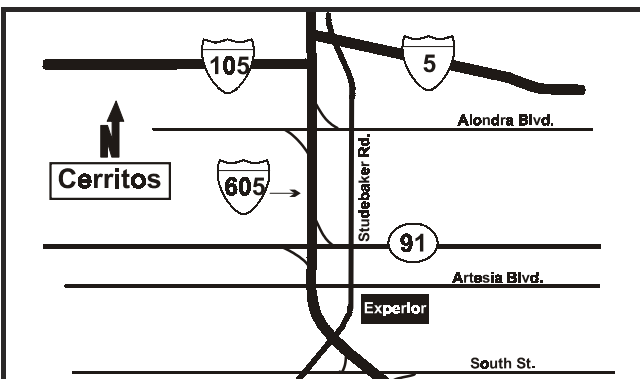


Cerritos Center

Caremore Building
18000 Studebaker Road, Suite 680
Cerritos, CA 90703
Phone: 562.860.1748

From I-605 South, take the Alondra Blvd exit, turn left (east) on Alondra Blvd and right (south) on Studebaker.

From I-605 North, take the South Street exit; turn left (west) on South St. and right on Studebaker. Parking is available around the building.



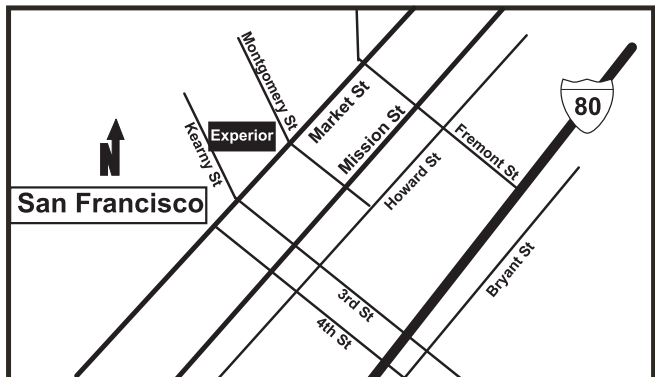
San Francisco Area Center

222 Kearny Street, Suite 603
San Francisco, CA 94108
Phone: 415.834.1357

From I-80 heading south, take the Fremont Street exit and turn left. At the first intersection, turn left onto Howard Street. Turn right onto 3rd Street, which becomes Kearny Street. Experior is on the right-hand side of the road.

From I-80 heading north, take the 4th Street exit toward Embarcadero. Turn a slight left onto Bryant Street, then left onto 3rd Street. 3rd Street becomes Kearny Street. Experior is on the right-hand side of the road.

Parking is available nearby. Please be prepared to pay for your parking. The nearest BART location is at the intersection of Montgomery Street and Market Street. The building is also accessible by MUNI.



BOARD OF BEHAVIORAL SCIENCES
400 R ST., SUITE 3150, SACRAMENTO, CA 95814-6240
TELEPHONE: 916.445.4933 TDD: 916.322.1700
WEBSITE ADDRESS: www.bbs.ca.gov

STATE OF CALIFORNIA
NOTICE OF ELIGIBILITY
(N-55 REV 04/04)

You are eligible to participate in the written examination for licensure as an Licensed Educational Psychologist. This is the **ONLY** notice of eligibility you will receive. Please retain it for your records. Your address label below contains important date information. In the upper left corner (above your name) is the date your application for examination was approved; following that is the date by which you must take your examination. You must take your written examination by the date specified on the label, or you will be required to reapply (see *Abandonment of Application/Ineligibility* on Page 5 of this handbook).

This handbook contains important information regarding examination content and procedures. To schedule your examination, please refer to the instructions in this handbook. Schedule your examination early to get your preferred test center location and date, preferably within 90 calendar days of your eligibility date.

Upon passing the written examination, you are eligible for licensure. Please refer to Page 6 of this handbook for license issuance information.

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